**Content Area Writing: 2nd Grade Science**

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**References:**

**Dorfman, Lynne & Cappelli, Rose (2007). *Mentor Texts: Teaching Writing Through Children’s Literature, K-6.* Portland, Maine: Stenhouse Publishers.**

“Mentor texts help writers notice things about an author’s work that is not like anything they might have done before, and empower them to try something new.”

**Routman, Reggie (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching.* Portsmouth, NH: Heinemann**

“The purpose of writing determines the genre or form writing takes, not the other way around. Kids need familiarity with form and structure, but they need good ideas and reasons to write first.”

**Daniels, Harvey & Zemelman, Steven & Steineke, Nancy (2007). *Content-Area Writing: Every Teacher’s Guide. Portsmouth, NH: Heinemann.***

“Having a real audience not only clarifies the writing task but also guides particular choices of wording, length, and organization, and it changes the teacher’s role from judge, jury, and executioner to team coach who helps players become more successful out on the field.”

**Dorfman, Lynne & Cappelli, Rose (2009). *Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8.* Portland, Maine: Stenhouse Publishers.**

“Writing informational text gives us opportunities to go beyond our classroom walls and make connections with global ideas fashioned by people who might not even live in our country.”

**Objectives**:

Students will:

* demonstrate understanding that author’s write for varied purposes.
* determine their audience before writing.
* write observations using science (insect) vocabulary.
* share their writing with classmates.

**Activate Prior Knowledge**:

Diary of a Worm, Diary of a Spider, Diary of a Fly by Doreen Cronin

These books have been previously read to the students and are referred back to as a model for how authors’ write for varied purposes. Portions of one of the books may be reread for clarification.

Teacher refers to anchor charts for author’s purpose and evidence of author’s purpose.

Teacher refers to poster of insect information and quizzes students on the characteristics of insects.

Teacher passes out mealworm life cycle diagrams made by students previously.

**Modeling/Guided Practice**:

Teacher shows students the Diary of a Mealworm book which will be passed out during independent work time.

Teacher informs students they will be receiving mealworms that will be in various stages of their life cycle.

Teacher reads through the word bank with the students and asks students to spend some time reviewing the vocabulary by discussing any unknown words.

Teacher models how to draw and label a diagram of a mealworm larva with details.

Teacher models a non-example and an example of how to write like an entomologist, using the word bank provided. Gradually, the students are asked to assist with the writing, pulling from the word bank.

Teacher has students discuss the two examples and how they are different.

**Independent Practice**:

Students are given the Diary of a Mealworm booklet and discuss with learning partners their audience and their purpose for writing.

Students are given various topics to choose from (stages, metamorphosis, life cycle, body parts).

The teacher points out the rubric for students to refer to while writing.

The teacher occasionally announces to the class what some students are writing in order to encourage reluctant writers and/or push others to write more.

**Closure**:

Students are asked to share what their writing with learning partners.

The teacher asks if anyone would like to share what their partner said in order to promote good listening skills.

Students self assess their piece and hand in their booklets for the teacher to review.

**Potential Upcoming Lessons**:

* Write a poem to describe mealworms using metaphors, similes, and other descriptive language.
* Write a letter to parents persuading them to let students take their mealworms home and keep as pets.
* Write an entertaining narrative about a mealworm.
* Write from the point of view of a mealworm larva, pupa, or darkling beetle.